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ABSTRACT

The content is outlined and the terminal and enabling objectives are provided for a curriculum area on senior-subordinate relationships (see EM 010 437, EM 010 438, EM 010 460, and EM 010 469), part of an introduction to psychology and leadership course for the United States Naval Academy (see the final reports which summarize the course development project, EM 010 418, EM 010 419, and EM 010 484). EM 010 420 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)

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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

EM 010 508

Westinghouse Learning Corporation
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2083 West Street
Annapolis, Maryland 21401

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Content Outline

Terminal and Enabling Objectives

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WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment I

Organizational Structure and Social Distance in Senior-Subordinate Relationships

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ORGANIZATIONAL STRUCTURE AND SOCIAL DISTANCE IN SENIOR-SUBORDINATE RELATIONSHIPS

A. Naval Organizational Structure

1. Naval organization is bureaucratic.

   a. Bureaucratic system is characterized by specialization of functions, adherence to fixed rules, and a hierarchy of authority. Interpersonal relations are explicitly differentiated by authority.

      1) Conception of bureaucracy as compared with a personal organizational structure based on loyalty to a specific individual.

   b. Sheer numbers of personnel and the scale of operations limit face-to-face interpersonal relations among its members. (Presthus, pp. 4-5)

   c. Some structural characteristics of bureaucratic models are illustrated by the figure below.

Characteristics

1) Hierarchical system in which ranks and authority are graded from the top to the bottom of the organization

2) Ascription of relative amounts of authority, status, deference, income, and other perquisites of office. Such perquisites are allocated disproportionately, tending to cluster near the top and decreasing rapidly as one descends the hierarchy.

3) Preponderance of power resting with the elite members of organization.

d. The bureaucratic structure will have a definite effect on a junior officer's relations with his men.

1) Although a junior officer has leadership responsibilities, he is positioned at the base of the pyramid of leadership, i.e., he is also a follower. If he is to ascend the hierarchy of authority, the relations with his men must conform to the organization's demands. He must take the senior's expectations into account.

2) The junior must be concerned with implementing the policy of his seniors and fitting his relations with his men into this scheme. He is concerned with standards of performance and efficiency: to match or exceed the senior's demands.

3) His relative position in the hierarchy will determine how much authority he has, how much authority he can delegate, the amount of derence he can expect from his men, the power to evoke compliance, etc.

2. Distinctive psychological climate produced by bureaucratic system

a. Behavioral expectations are clearly prescribed; interpersonal relations occur in a structured context. (Presthus, p. 27)

1) Members are expected to be loyal to the organization.

2) Members are expected to behave consistently and rationally according to technical and professional criteria.

3) Members are expected to defer to the authority of the organization's leaders. (Presthus, p. 7)

b. Naval organization molds individual personality and behavior through its authority systems.

1) Ideals, attitudes, and behavior, which enhance the organization, are inculcated.

2) Members are encouraged to accept uncritically the organization's legitimacy and rationality. (Presthus, p. 7)

c. The goal of bureaucratic systems is creation of a climate in which there is a maximum probability of effectiveness.

1) The bureaucratic model, with its highly differentiated systems of authority, status, and small groups, provides patent and compelling stimuli that evoke the individual's learned deference to authority. It provides a psychological climate that encourages compliance, i.e., conformity.

2) Conformity within the organization is the critical element. Upward movement in the hierarchy is based on the individual's degree of conformity.

3) A characteristic of the bureaucratic model is that of "cooptation," the process by which those in power select their successors. The successful aspirant, i.e., the individual who moves upward, is the one who is most like the senior who does the choosing.

a) Individual has the same values as the leader and the organization.

b) Individual has the same loyalties.

4) Cooptation enhances organizational discipline and continuity.

a) Sanctioned behaviors and expectations are transmitted through members selected after what tends to be a lengthy apprenticeship.

b) Impact of cooptation extends beyond those immediately affected. Each promotion and its rituals provide an opportunity to dramatize which rewards are given. The indexes of success are reaffirmed, and other members receive an impetus to rise.

B. Patterns of Accommodation

1. Three distinct types of personal accommodation seem to occur in big organizations.

a. Upward-mobiles: Those who react positively to the bureaucratic situation and succeed in it (Presthus, p. 15)

1) Upward-mobiles are characterized by high morale and a high level of job satisfaction.

2) Individual's values and behavior include the capacity to identify with the organization, permitting a synthesis of personal rewards and organizational goals.

3) Most functional value is a deep respect for authority. Individual easily accepts authority from those above, while exercising it over those below himself.

   a) Interpersonal relations characterized by considerable sensitivity to authority and to status differences

   b) Superiors are viewed as models to be emulated.

4) Subordinates are regarded with a considerable detachment which permits "universalistic" decisions that meet organizational, as opposed to individual, needs.

5) Other general characteristics of the upward-mobile include:

   a) Authoritarian personality.

   b) Low toleration of ambiguity (no gray areas).

   c) Conservative orientation.

   d. Ethno-centric and dogmatic. (Presthus pp. 203-204)

2. Indifferents: The uncommitted majority who see their job as mere instruments to obtain off-work satisfactions (Presthus, p. 15)

   a. Typical "indifferent" (nonmobile) rejects the organizational bargain which promises authority status, prestige, and income in exchange for loyalty, hard work, and identification with its values. Instead, satisfactions are obtained outside the organizational setting.

   b. Indifferent reaction is the product of both social and organizational influences.

1) The structural conditions of big organizations may alienate the individual. Persons may come into the organization with great expectations; but when bureaucratic and personal limitations blunt their hopes, they become indifferent, e.g., an individual may conform and become recommended for promotion, but for some reason he is black-balled. Feeling that he has "played the game" but did not get the rewards, he becomes alienated.

2) Indifference may be the result of an "initial" orientation, i.e., some individuals, usually of working or lower middle class origin, have been taught not to expect very much. Both socialization and experience reinforce this perception of their life's chances. And both alienation and indifference counter the organization's claims for loyalty, predictability, and hard work.

3. Ambivalents: Small, perpetually disturbed minority who can neither reject the organization's promise of success and power, nor play the disciplined role that would enable them to obtain those rewards. (Presthus, p. 15)

a. The ambivalent is most often a "professional" (specialist, scientist, staff corps). His professional values insist that status gradations should precisely differentiate skill and achievement; i.e., he feels that seniority, dependability, and interpersonal alliances ought not to be considered in the selection for advancement, only the adequacy of one's performance.

b. The ambivalent considers the hierarchical system to be fallible, and therefore becomes a nonconformist. The ambivalent rejects the organization's systems of authority and status which appear to rest upon subjective bases rather than upon the objective, professional claims that motivate him.

c. The ambivalent's inability to assume the behavioral roles required of him to achieve the rewards offered breaks down into a vicious cycle of behavior. As a nonconformist, the organizational hierarchy deprives him of his technical resources. These disciplinary measures reinforce his conception of the hierarchy as inept.

d. Example: A professional man might feel that a less competent man than he was promoted because he was friendly with his superior. Feeling that he did not receive a "fair shake," the ambivalent may exhibit such deviant behavior as refusing to get a haircut or presenting a sloppy appearance. The disciplinary measures which follow reaffirm his convictions that the hierarchical seniors don't know what they are doing.

C. Importance of Understanding Organizational Structure and Its Effects

1. Seniors set the pattern of junior officer's behavior. It is incumbent upon them that they encourage compliance by setting an example in personal conduct and performance.

2. Seniors should recognize the various patterns of accommodation that occur in organizations and should use rewards and sanctions to inculcate desired values in nonconformists. The elite:

   a. Control rewards (raises, promotions, status, good assignments, resources, etc.) and thus can induce conformity.

   b. Control distribution of information. Elite can keep conformists well informed, while withholding information from those who do not conform.

   c. Withhold such rewards and information from nonconformists.

3. Both seniors and juniors should recognize that each has a different perception of the other's role, in order to reduce the possibility of role conflict.

   a. Membership in military is obligatory for the junior officer, but industrial setting allows greater freedom of choice to junior leaders.

   b. Time is needed to arbitrate their different expectations. The consequence is that energies may be diverted from production or functions in order to settle their differences.

D. Social Distance Between Senior and Junior Officers

1. Basis

   a. By organizational rules, the senior officer is free to issue policies, operating decisions, and directives.

b. Simultaneously, in subtler ways, the senior officer communicates his personal values and opinions regarding the way things should be done.

2. The responsibilities of the junior officer

a. The junior's actions must be more guarded.

b. The burden is upon the junior officer to make himself heard, particularly when plans are still in the idea phase.

c. The junior officer not only has to suffer in silence when the commander's decisions go counter to his ideas of what is operationally right or personally desirable, but must support them and adopt them as if they were his own.

d. The junior's response to the senior's ideas is appropriately one of careful reflection; if critical, he must be critical in a deferential way, even though his actual feelings may be deep resentment.

3. Conclusions

a. In the main, the senior officer consciously or unconsciously controls the nature of the relationship that develops between the junior officer and his subordinate.

b. The traditional prerogatives of rank, the power that goes with a senior position, make the senior subordinate relationship inherently unequal.

c. The subordinate, who must execute the other man's decisions whether he likes them or not, who may feel some concern about being evaluated, and who may have strong reactions to the senior officer's personality, usually has to control what he does and says. Thus, to be effectual, the junior officer must always be sure to take the senior's attitudes into account.

d. A junior officer looks to his seniors and tends to identify with them.

1) The senior officer can represent to the junior the model to emulate if he desires to advance in the service. The junior officer thus tends to identify himself with the traits of those who have achieved more.

2) Senior officers exert a great influence on a junior's exercise of leadership.

a) If a senior supervises closely, a junior will also supervise closely.

b) If a senior demands high standards, so will a junior.

c) Conversely, if a senior does not care, neither will a junior. In addition, it will be more difficult for a junior to demand high standards of performance.

e. Advancement in the military requires that the individual exhibit professionalism, dedication to duty, to service and country and a constant desire to do an outstanding job under all circumstances.

1) Conformity as prescribed by NavRegs is essential if an individual desires to make the Navy a career and ascend the ladder of success.

2) Conformity allows one to remain in an organization, and qualifies him for the organization's major rewards and eventual power and status.

f. An effective leader has learned to be a good follower.

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Presthus, R. The Organizational Society. New York: Vintage Books, 1962.

Outline Reference	Terminal and Enabling Objectives	
A.1.d.	The M will select, from several choices, the paragraph which correctly describes the effect the naval organizational structure has on a junior officer's relations with his men (based on his knowledge of the characteristics of a bureaucratic structure).	TO 1
A.1.d.	Given several military examples in which a junior officer is interacting with his men or his seniors, the M will be able to identify those examples in which the junior is conforming to organizational demands.	TO 2
A.1.	The M will select, from several choices, the statement which correctly identifies the naval organizational structure (as bureaucratic).	EO-1
A.1.a.	The M will select, from several choices, the correct definition of "bureaucratic," (as system characterized by specialization of functions, adherence to fixed rules, and a hierarchy of authority).	EO-2

Outline Reference	Terminal and Enabling Objectives	
A.1.c.	The M will correctly select, from several choices, the main structural characteristics of bureaucratic models (as: a. Hierarchical system in which ranks and authority are graded from the top to the bottom of the organization. b. Ascription of relative amounts of authority, status, deference, income and other perquisites of office. Perquisites are allocated disproportionately, tending to cluster near the top and decreasing rapidly as one descends the hierarchy. c. Preponderance of power resting with the elite members of the organization.)	TO 2 EO-3
A.1.d.1)	The M will select, from several choices, that statement which correctly identifies a reason why conformity to organizational demands is necessary (based on conformity to organizational demands, specifically to seniors' expectations, will determine the ease of ascension in the hierarchy.)	EO-4

Outline Reference	Terminal and Enabling Objectives	
A.2.	The M will select, from several choices, the paragraph which correctly describes the distinctive psychological climate produced by the naval organizational system (based on his knowledge of the bureaucratic structure.)	TO 3
A.2.a.	The M will select, from several choices, the paragraph which correctly lists the behavioral expectations prescribed by a bureaucratic system. (These expectations are that members are expected: a. To be loyal to the organization. b. To behave consistently and rationally according to technical and professional criteria. c. To defer to the authority of the organization's leaders.)	EO-1
A.2.b.	The M will select, from several choices, the statement which correctly describes how the naval organization molds individual personality and behavior through its authority systems.	EO-2
A.2.c.	The M wil be able to select, from several choices, the statement which identifies the goal of bureaucratic systems (as the creation of a climate in which there is a maximum probability of effectiveness).	EO-3

Outline Reference	Terminal and Enabling Objectives	
A.2.c.3)	The M will select, from several choices, the correct definition of "ccoptation" (as the process by which those in power select their successor).	TO 3 EO-4
A.2.c.4)	The M will select, from several choices, the paragraph which correctly states a way in which organizational discipline and continuity are maintained (based on his knowledge of cooptation).	EO-5
B.	Given a military example of an individual's pattern of accommodation in the naval organization, the M will be able to correctly identify the individual (as: upward-mobile, indifferent, or ambivalent.)	TO 4
C.2.a)b)c)	Given a military example in which an individual is not comforming to organizational demands, the M will be able to select the statement which correctly specifies means which can be used to make the individual conform.	TO 5
C.	The M will be able to select, from several choices, the statement which best identifies the means which can be used to inculcate desired values in nonconformists, i.e., nonupward-mobiles.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.1.	The M will be able to select, from several choices, the three distinct types of personal accommodation that occur in a big organization (as upward-mobiles, indifferents, and ambivalents).	TO 5 EO-2
B.1.2.3.	The M will select, from several choices, the correct definitions of "upward-mobile," "indifferent," and "ambivalent" (as: a. Upward-mobile--Those who react positively to the bureaucratic situation and succeed in it. b. Indifferent--The uncommitted majority who see their jobs as mere instruments to obtain off-work satisfactions. c. Ambivalent--Small, perpetually disturbed minority who can neither reject the organization's promise of success and power nor play the disciplined role that would enable them to obtain those rewards.)	EO-3
B.1.2.3.	The M will select, from several choices, the paragraph that correctly describes the characteristics of each of the following: upward-mobile, indifferent, ambivalent.	EO-4
B.2.b.	The M will select, from several choices, the paragraph that correctly explains the causes of indifferent reaction.	EO-5
C.	The M will select, from several choices, the paragraph which correctly describes the importance of understanding the bureaucratic organizational structure and its effects.	TO 6

Outline Reference	Terminal and Enabling Objectives	
D.2.	Given a military example describing the interaction between a senior and a junior officer, the M will be able to select, from several choices, the statement which specifies whether or not the junior officer is fulfilling his responsibility as a junior.	TO 7
D.3.d.2)	The M will select, from several choices, the paragraph which correctly describes: a. The extent of a senior's influence on a junior's exercise of leadership. b. The requirements which must be met by the junior officer if he expects to make the Navy his career and ascend the hierarchical ladder.	EO-1
D.2.	Given an example of senior-junior officer relations, the M will be able to select, from several choices, the statement which best specifies the appropriate behavior for the junior officer to exhibit.	EO-2
D.3.	The M will be able to select, from several choices, the statement which correctly describes the principle which governs the inequality of the senior-subordinate relationship.	EO-3

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment II

Officer-Enlisted Man Relationships

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

OFFICER-ENLISTED MAN RELATIONSHIPS

A. Basis for the Relationship

1. Formal organizational structure

a. The hierarchical structure

b. The relative positioning of individuals in the organization because of organizational responsibility and authority

2. Functional aspects within the relationship

a. The leader's responsibilities

b. The follower's responsibilities

B. Two Factors Affecting the Relationship

1. Social distance

a. Definition

1) The degree of intimacy or closeness of association between individuals occupying positions at different levels in any organizational structure

2) The visible class distinction between senior or subordinate, and the corrective and punitive powers with which the senior is vested

b. Importance: Because of the senior's responsibility for accomplishing the mission and the realization that accomplishment is dependent upon the proficient performance of his subordinates, it is incumbent upon the senior to address such questions as:

1) How familiar should I be with my subordinates?

2) Should I drink with my men?

3) Should I extend/accept invitations for social functions?

4) What should I do about chance encounters with the men in unofficial settings?

c. Criteria governing social distance

1) Because of the complexities of the factors involved (e.g., the personality of the senior, the personalities of the subordinates, the type of organization, and the nature of the situation), it is impractical to establish a hard, fast rule.

2) Two meaningful criteria evolve from the basic purpose of good senior-subordinate relations (viz., to promote and facilitate the attainment of organizational objectives and not merely to make men happy).

a) Objectivity with which the senior can deal with his subordinates in:

(1) Evaluating subordinate's performance.

(2) Making decisions regarding subordinates.

(3) Issuing orders affecting subordinates.

b) Maintaining effective contact

d. Conclusion

1) Fiedler and his associates have found in their research that familiarity will not necessarily breed contempt.

2) Overfamiliarity will break down the leader's objectivity in dealing with his subordinates.

3) Because of the organizational structure and because of the training enlisted men receive, subordinates expect social distance.

2. Perception of the relationship

a. From the leader's standpoint

1) The leader's perception of the relationship is less important than his men's.

2) The leader should attempt to remain objective in his analysis of the relationship and to adjust his behavior accordingly within certain limitations.

b. From the enlisted man's standpoint

1) Regardless of what the leader does, an unsatisfactory relationship can result if the leader's actions do not fulfill the expectations of his subordinates; e.g., it has been demonstrated in several studies that how subordinates regard a leader affects their cooperation with each other, their jobs, and their rate of absenteeism and turnover. Thus the subordinate's perception of the relationship is the more important. (Filley and House, p. 392)

C. General Areas of Responsibility of a Leader Toward His Subordinates (FM 22-100, pp. 21-24)

1. Know your men and look out for their welfare.

a. Anticipate and provide for the needs of your men. This will assist you in obtaining the will, obedience, confidence, respect, and loyal cooperation.

b. Your men's desire to satisfy certain needs is the basis for their behavior. It is important to emphasize that the men must actually perceive that you are concerned and committed to their welfare. Telling them is not enough. If the men do not believe that the leader is looking after their welfare, a loss of regard, respect, and credibility will result.

c. Techniques and application (examples are not all-inclusive)

1) See the members of your command and let them see you; be friendly and approachable.

2) Develop an intimate knowledge and understanding of your subordinates through personal contact and available records.

3) Concern yourself with the living conditions of the members of your command including their environment, food and clothing.

4) Make adequate provision for, and give personal attention to, the various personnel services available, particularly those concerned with personal problems.

5) Provide for the spiritual welfare of your men by supporting religious activities.

6) Protect the health of your division by active supervision of hygiene and sanitation.

7) Actively support a safety program.

8) Determine the mental attitude of members of your division by frequent informal visits and by using all available sources of information.

9) Ensure fair and equitable distribution of passes, leaves, rotation, and other privileges.

10) Encourage individual development by providing educational opportunities for the members of your division.

11) Concern yourself with athletic and recreational facilities within the organization, and ensure that your command is receiving its share of quotas for recreation areas and entertainment benefits.

12) Share the problems of your men so you may better understand them.

2. Keep your men informed.

a. Everyone wants to know how well he has done and what is expected of him. Within the limits of security requirements, a leader must keep his men informed because this encourages initiative, improves teamwork, and enhances morale. The individual who knows the situation and his mission is more effective than one who does not.

b. Techniques for application

1) Explain to your principal subordinates why any particular task must be accomplished and how you propose to do it, if time and situation permit.

2) Assure yourself that the men are receiving accurate and necessary information by frequent inspections, visits, and discussions with the unit as a whole.

3) Keep your principal subordinates informed of plans for future operations, subject only to security restrictions.

4) Be sure the troops are informed of the capabilities and limitations of supporting units, arms, and services.

5) Be alert to detect the spread of false rumors. Stop rumors by replacing them with truth.

6) Keep your unit informed about current legislation and regulations affecting their pay, promotion, privileges, and other benefits.

7) Allow availability for interpersonal contacts, i.e., don't leave everything up to your principal subordinates. It is the responsibility of the junior officer to keep his men informed through such personal means as addressing all hands, keeping himself available for consultation with his men at prescribed times, etc.

3. Establish standards and demand performance

a. Standards

1) Ensure that every man knows what is expected of him.

2) Measure progress in achieving organizational goals and objectives.

3) Establishing standards does not simply entail passing on the word from the commanding officer (as to an inspection), but detailing accurately and clearly what is expected from each and every man, and them ensuring that the standards are met.

a) When only general guidance is given by higher echelons, it is up to the junior officer to interpret the general guidelines into meaningful specifics for his men.

b) A junior officer must establish two "beliefs" in his men.

(1) That if they want to attain their individual goals, the men have no choice but to help achieve the organizational goals

(2) That the junior officer is a competent source of guidance in helping his men to do this

b. Performance

1) Having set the standards he desires, the junior officer must ensure that these standards are met or exceeded. In this, he has two responsibilities.

a) Responsibility to seniors. The tasks assigned and the standards set must be to the satisfaction of his superiors, not just his own.

b) Responsibility to men. The junior officer must appraise his men as to the job they are doing. The men must be kept aware of how well the job they are doing compares with others and with the desires of both the junior officer and his superiors.

2) Subordinate performance is fluctuant in nature. It is incumbent upon the leader to eliminate poor performance and bring it up to acceptable levels and to <u>increasingly</u> demand better performance.

3) Techniques for application

a) Consistently take corrective action when performance is below standard.

b) Consistently reward performance when above standard. The higher the performance, the higher the reward should be.

c) Set the example. Your men will look to you for examples they may follow or, conversely, use examples to excuse their own shortcomings.

c. Minimal satisfactory performance deserves no reward unless it is a distinct improvement over previous unsatisfactory performance. Continued minimal performance should merit withholding of any reward, and pressure should be exerted by the leader for improvement.

D. The Junior Officer's Relations with Petty Officers

1. Importance of the petty officer

a. Military organizations provide for an important intermediary between officers and nonrated personnel in the form of noncommissioned officers (petty officers).

b. Petty officers are considered to be the "backbone" of the military establishment because they have demonstrated their professional competence in progressive positions of authority.

c. Petty officers are often the catalyst for good senior-subordinate relations at all levels of the military hierarchy.

d. Experienced petty officers are valuable assets in the continuous training of junior officers. The junior officer should seek to enhance the prestige of the good petty officers and not be in competition with them for the respect of mutual subordinates.

2. Mutual responsibilities

a. Together, the officer and petty officer should develop a mutually satisfying partnership, advantageous to their common concern, i.e., the unit.

b. Mutual dependence helps answer problems raised by succession, e.g., casualties in combat often place a petty officer in the position of commanding a unit without an officer; shortages of personnel in peacetime may force an officer to operate with few petty officers

1) By taking every opportunity to learn from and work with each other, they can confidently assume each other's responsibility in an emergency.

3. Supervision by petty officers (NAVPERS 16138-E, p. 141)

a. Task performance

1) Petty officers should have the authority to supervise job performance, and should be held responsible for results.

2) Except in situations involving danger to personnel or valuable equipment, officers should not interrupt petty officers in the midst of a task.

a) Encroaching on a petty officer's authority weakens morale, efficiency, and discipline of subordinates.

b) If a change in method is imperative, the officer should discuss it with the petty officer in private, pointing out mistakes and suggesting proper remedies in an encouraging manner.

3) Officers should never give orders over a petty officer's head without first advising him that he has been relieved of direct supervision of a particular task.

4. Differences in the relationship between an officer and his petty officer and an officer and his enlisted men

a. The officer works through his petty officer(s) to get the various tasks accomplished.

b. An officer has more freedom of action in his relationship with his petty officers than in his relationship with his men.

c. The authority delegated to a petty officer in assisting his junior officer to accomplish his work also develops the petty officer's value to his unit and also enhances his standings as a leader in the eyes of his subordinates.

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Outline Reference	Terminal and Enabling Objectives	
A.	The M will be able to select, from several choices, the statement which best defines the basis for the officer-enlisted relationship (with respect to the formal organizational structure and the functional aspect within the relationship).	TO 1
B.1.	Given an example of an officer-enlisted relationship, the M will select, from several choices, what principle governing social distance is being violated.	TO 2
B.1.d.	Given an example in which a leader is too familiar with his men, resulting in a task not being accomplished, the M will be able to select, from several choices, the appropriate solution to the problem (based on the principle: over-familiarity will break down the leader's objectivity in dealing with subordinates.)	TO 3
	The M will select, from several choices, the statement that correctly defines "social distance" (the degree of intimacy or closeness of association between individuals occupying positions at different levels in any organizational structure).	EO-1
B.1.c.	The M will be able to select, from several choices, the statement which best identifies the three major components of social distance.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.	The M will select, from several choices, the statement that correctly identifies two factors which affect an officer-enlisted relationship (social distance and the perception of the relationship from the leader's and enlisted man's standpoints).	TO 3 EO-3
B.	Given an example in which a leader is not exerting a positive influence, and weak leadership results, the M will select the paragraph which correctly states the cause of the problem (based on his knowledge of social distance and its effects on the exercise of leadership).	TO 4
B.1.c.2)	The M will select, from several choices, the paragraph which correctly describes the criteria governing social distance (objectivity in dealing with subordinates and maintaining effective contact, upon which degree of leadership influence depends).	EO-1
B.1.c.	Given a military situation in which an officer is dealing subjectively (i.e., maintaining improper social distance) with his subordinates, resulting in the task not being accomplished, the M will be able to select, from several choices, the statement correctly describing the specific area in which greater objectivity would facilitate attainment of the objective. (see B.1.c.2)a)	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.2.b.	Given a military situation in which a leader's actions do not fulfill the expectations of his subordinates, resulting in a task not being accomplished, the M will be able to analyze the situation and select, from several choices, the probable cause of task failure (with respect to the general principle that an unsatisfactory relationship can result if the leader's actions do not fulfill the expectations of his subordinates).	TO 5
B.2.a.	Given a military situation in which the leader's perception of his relationship with his subordinates is at odds with the subordinates' perception of the relationship, resulting in a task not being accomplished, the M will be able to select, from several choices, the principle of leadership being violated in the situation. (A subordinate's perception of the relationship is more important than the leader's.)	EO-1
C.1.	Given an example involving a leader's interaction with his men, the M will be able to select, from several choices, the area of responsibility being neglected by the leader.	TO 6
C.1.2.3.	The M will be able to select, from several choices, each of the three general areas of responsibility of a leader toward his subordinates. (1. Know your men and look out for their welfare. 2. Keep your men informed. 3. Establish standards and demand performance.)	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.1.b.	Given a situation in which a task is not being accomplished because the subordinates do not believe that their leader is looking out for their welfare, the M will be able to select, from several choices, the leader's most appropriate course of action (based on the principle that subordinates must actually perceive that their leader is concerned and committed to their welfare).	TO 6 EO-2
C.1.c.	The M will be able to select, from several choices, specific areas in which a leader can demonstrate his concern for and understanding of his men.	EO-3
C.2.	Given a military situation in which the subordinates have not been well informed about the mission of their unit or what is expected of each of them, the M will be able to select, from several choices, the statement which correctly explains how the leader can remedy the situation.	TO 7
C.2.a.	The M will be able to select, from several choices, the specific reasons why a leader should keep his men informed.	EO-1
C.2.b.	The M will be able to select, from several choices, the specific techniques by which a leader keeps his men informed.	EO-2

Outline Reference	Terminal and Enabling Objectives	
C.3.b.3.	Given a description of a military situation in which a leader is not obtaining satisfactory performance from his subordinates, the M will select, from several choices, an appropriate course of action by which the leader may improve his subordinates' performance.	TO 8
C.3.a.b.	Given a description of a military situation in which a unit is displaying a certain performance, the M will be able to determine whether or not one or both of the following steps were adequately accomplished. a. Establish standards b. Demand performance	TO 9
C.3.b.3)(c)	The M will select, from several choices, the paragraph which correctly describes how the statement, "a good leader sets the example," is related to senior-subordinate relationships and in getting good performance from the men.	TO 10
C.3.	The M will select, from several choices, the statement which correctly summarizes reasons for enforcing established standards.	TO 11

Outline Reference	Terminal and Enabling Objectives	
C.3.	The M will select, from several choices, the statement which correctly explains why standards and performance must necessarily be linked together, i.e., why high performance cannot be demanded without considering standards and vice versa (based on his knowledge of the standards-performance model [C.3.b.2]).	TO 12
C.3.a.3)b)	The M will be able to select, from several choices, the statement which best describes the two "beliefs" which a junior officer must establish in his men.	EO-1
C.3.b.	The M will select, from several choices, the statement which correctly identifies the responsibilities of a leader in ensuring that the standards he sets are met or exceeded.	EO-2
C.3.b.2.	The M will select, from several choices, the statement which correctly describes how a leader can reduce fluctuations in the performance of his subordinates.	EO-3
C.3.b.3)	The M will select, from several choices, techniques by which the leader may obtain the performance he demands.	EO-4
C.3.a.	The M will be able to select, from several choices, the statement which best identifies the two basic principles of establishing standards.	EO-5

Outline Reference	Terminal and Enabling Objectives	
C.3.a.3)a)	The M will be able to select, from several choices, the statement which best describes the responsibility of the junior officer to his men, when only general guidance is given by higher echelons.	TO 12 EO-6
D.3.a.	Given an example of a military situation in which an officer encroaches on a petty officer's authority, the M will be able to identify, from several statements, the possible effects on the enlisted men.	TO 13
D.3.a.2)b)	Given an example of a military situation in which an officer feels that a petty officer is using inefficient methods to accomplish an objective, the M will select, from several courses of action, the appropriate action the officer should take to redirect the petty officer's behavior.	TO 14
D.1.a.	The M will select, from several choices, the statement which correctly describes the relationship between officers, petty officers, and enlisted men.	EO-1
D.1.b.	The M will select, from several choices, the statement which correctly describes the reason for considering petty officers the "backbone" of the military establishment.	EO-2
D.1.d.	The M will select, from several choices, the mutual responsibilities of the officer and petty officer.	EO-3

Outline Reference	Terminal and Enabling Objectives	
D.3.a.3)	Given an example of a military situation in which an officer gives an order over a petty officer's head, the M will select, from several choices, the statement which correctly describes how the officer should have acted in the situation (based on the principle that officers should never give orders over a petty officer's head without first advising him that he has been relieved of direct supervision of a particular task.)	TO 14 EO-4
D.4	The M will select, from several choices, differences in the relationship between an officer and his petty officer and an officer and his non-rated men.	TO 15
D.3.b.	Given an example of a military situation in which a petty officer is not being supported by his seniors, the M will select, from several choices, the statement describing the rule of military leadership being violated.	EO-1
D.4.d.	The M will select, from several choices, the statement which best describes the value of delegating authority to a petty officer in assisting his junior officer to accomplish a mission.	EO-2
D.4.c.	The M will select, from several choices, the statement which correctly describes the relative freedom of action an officer has with his petty officer and with his non-rated men.	EO-3

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment III

Assumption of Command and Formal and Informal Leader Relationships

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ASSUMPTION OF COMMAND AND FORMAL AND INFORMAL LEADER RELATIONSHIPS

A. Assumption of Command

1. Feelings and expectations (Hays & Thomas, p. 197)

   a. The young officer may harbor a feeling of insecurity which results from the feeling of undergoing a new experience, i.e., the responsibility and contact with enlisted personnel from a position of authority.

2. Methods to compensate

   a. Concentrate (reflect) on the training and experience received prior to the assignment.

      1) In his training, a young officer has already done many of the tasks required of him in his new role without, however, acting under full responsibilities of command.

   b. Consider that an insecure feeling is normal and experienced by most everyone

   c. Keep in mind the following key leadership factors.

      1) An effective leader knows his job.

      2) An effective leader knows himself and seeks self-improvement.

   d. Professional knowledge takes time to develop. The following points should be kept in mind.

      1) The new officer undertaking a new assignment is not expected to know everything about that new job. He is expected to:

         a) Have a knowledge of naval leadership and what is expected of him as a leader.

         b) Demonstrate a willingness to learn the technicalities of his assignment which his prior training has not provided.

         c) Apply himself diligently so that he can quickly become proficient enough to teach others.

2) People on all sides are ready to help a junior officer.

a) The officer who is being relieved will usually use all available time to instruct his relief in his duties.

b) The new leader's seniors always stand ready to give him a hand. (Note: While tolerant of his inexperience, they will insist that he do his duty and master it as quickly as possible.

c) The new leader's petty officers will also teach him if he shows the inclination to benefit from their experience.

3) In mastering a new job, it pays to be willing to listen to advice and suggestions. An effective leader will encourage his subordinates to offer suggestions and/or constructive criticism.

3. Preliminary analysis of the command

a. Check with members of the unit staff who have been in a position to officially observe and evaluate the organization.

1) Little reliance can be placed on informal talk by individuals who know little about the organization or the factors for valid evaluation.

2) When accepting information and evaluations from the former leader, caution must be used to avoid responding to his biases.

b. Determine the group's goals (if any).

1) Establish objectives and plan for their accomplishment

c. Gather any information regarding strength or weaknesses of the group. Make sure your unit is employed in accordance with its capabilities.

4. Initial meeting

a. Initial impression: The impression an officer makes when he assumes a command determines the relationship which will exist later between him and his men.

b. Techniques of meeting with a new unit

1) Arrange for the unit to be assembled in order to talk with personnel.

2) In the initial talk, comment on the previous achievements of the unit, and express the pride and opportunity afforded by the new command.

a) Chart for the unit an estimate of the missions and specific tasks which lie ahead.

b) Avoid sweeping generalities that may be difficult to live up to or enforce. Be consistent, but not inflexible.

c. Avoid indications of permissiveness. If you assume command, you must COMMAND! An officer's sole function is to give his men purpose and direction. Provide them with the decisions they need to carry out their duties. Avoid a "soft-line" approach, as this will lead to difficulties at a later time when a "hard-line" approach is necessary.

1) Advantages of taking a firm approach

a) The men will know exactly where they stand, i.e., the ground rules will be firmly established, and the men will know exactly what is expected of them. The effective leader makes sure the task is understood, supervised and accomplished.

b) By not adopting a permissive attitude, problems in the future, when a firm hand may be required, will be avoided.

c) It is easier to "slack off" by initially being firm, than it is to impose a firm rule on a group that has been used to permissiveness.

d) Firmness is often mistakenly equated with aggressiveness, which should be avoided. Extreme hardness and roughness can create resentment and non-cooperation.

2) Disadvantages of a "soft-line" approach

a) Once a soft-line approach is adopted, it is very difficult to impose a firm rule. Problems such as resentment are created.

b) The possibility of sloppy work, low performance standard, creation of negative attitudes (e.g., "Take it easy--don't burn yourself out"), etc., increases.

5. Initiating changes in the organization

   a. Evaluate pertinent factors

      1) Group and situational factors may be such that some changes which at first seem essential may prove unnecessary after evaluation of these factors.

      2) A general rule should be to make changes only when the requirement for change has been established as a result of careful, thorough, and valid evaluation of the organization. Don't make changes merely for the sake of change.

   b. Necessity for immediate change

      1) There may be times when a new leader must make a drastic change, e.g., the removal of an ineffective leader from a group with low morale and little discipline.

      2) Changes should be based on as thorough and as sound an appraisal as practical.

   c. Avoid "new broom sweeps clean" technique unless indicated by the results of a trouble-shooting assignment.

6. Attention to chain of command

   a. Objective: To learn the names of the members in the chain of command and to familiarize himself with their jobs.

   b. Importance: The potential of these key individuals should be evaluated both for their present jobs and for future positions of greater responsibility. In addition, they are valuable sources of information about the unit.

      1) In assuming a new command, key personnel are invaluable in obtaining information about the unit--operations, personnel problems, etc.

      2) In any appraisal of the unit, these men should be consulted as soon as possible. Specific means of operation can be determined at this time. Recommendations can be discussed, and proposed changes can be approved or disapproved at this time.

   c. Personal acquaintance

      1) The junior officer should know all the men in his unit by sight and by name in several days.

2) Even the commanding officer of larger organizations should attempt to know all the men in his command.

B. Informal Organizations (Koontz & O'Donnell, pp. 403-416)

1. Nature of informal organizations

a. A network of personal and social relations not established or required by formal authority but arising spontaneously as people associate with one another.

2. Informal leaders

a. Emergence of informal leaders

1) An informal leader emerges from an unstructured group because of his expertise or professional knowledge which is desired, recognized, and accepted by the group.

b. Importance of identifying the informal leader

1) Informal leaders exert a powerful influence upon productivity and job satisfaction.

2) Good informal leaders, whose goals are compatible with organizational goals, can be utilized in the organization.

3) Informal leaders who manipulate the group toward selfish or undesirable ends can be removed.

4) Formal leader needs to work with informal leaders to ensure that their leadership is furthering the organization's objectives rather than hindering them.

a) When the informal leader is working against the formal leader's efforts, his effect is far greater than his numerical proportion in the group.

b) Since an anti-organization informal leader "poisons" a majority of the interpersonal contacts, it is easily seen how one such person can quickly undermine a formal leader and ruin morale in the group.

c) When the goals of the informal leader are incompatible with organizational goals, the formal leader must:

(1) Take corrective action in order to bring the informal leader's goals in line with organizational goals.

(2) Remove the informal leader from his rank and leadership position if he cannot be rehabilitated.

3. Benefits of having good relations with informal leaders

a. Mission accomplishment is made easier.

1) Formal plans and policies cannot meet every problem in a dynamic situation because they are pre-established and partly inflexible. Some requirements can be met better by working through the informal leader.

2) Work of formal leader is lightened.

a) When formal leader feels that his group is working with him, he feels less compelled to check on them frequently.

b) Formal leader is encouraged to delegate and decentralize because of confidence in group.

c) Informal organization may act to fill in gaps in formal leader's ability, e.g., one of the group members may help either through suggestions or open action.

3) Good informal relations give satisfaction and stability to work group.

4) Informal leaders can be useful channels of subordinate communication.

4. Dangers of establishing good relations with informal leaders when they are not also formal subordinate leaders

a. Informality will tend to encourage the men to bypass their intermediate leader, particularly on matters on which the men disagree with that leader. The result will be lowered group morale, conflict, and decreased effectiveness.

b. "Favored person" problem can result. The men might perceive that the formal leader has come to favor some men more than others; and as a consequence, there will be a loss of respect both for the formal leader and for the subordinate with whom he was "too informal."

c. Familiarity with an informal leader who is not also a formal subordinate leader will lead to a tearing down of the authority of intermediate leader. (Readings in Leadership, pp. 3-15 to 4-13)

d. Conclusion: Informal leaders can be of help or a hindrance to an officer's exercise of leadership

The more completely their goals are superimposed on the formal organizational goals, the better the organization will function.

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Readings in Leadership. The Basic School. Marine Corps Base. Quantico, Va.

Wolfe, M.E., and Mulholland, F.J. Selected Readings in Leadership. Annapolis, Md.: United States Naval Institute, 1960.

Outline Reference	Terminal and Enabling Objectives	
A.2.	Given an example situation in which a new officer has insecure feelings over assuming his first command, the M will select, from several choices, the description which correctly states the methods by which the new officer may compensate for his feelings of insecurity.	TO 1
A.2.c.	The M will select, from several choices, the key leadership factors that a new officer should keep in mind when assuming his first command.	EO-1
A.2.d.	The M will select, from several choices, the paragraph which correctly states what is expected of a new officer undertaking a new assignment.	EO-2
A.3.	Given a description of a military situation in which a new officer is assuming his first command, the M will select, for several choices, the steps he should follow in the procedure for analysis of his new command.	TO 2
A.3.a.	Given a description of a military situation in which a new officer, in the process of making a preliminary analysis of his new command, is accepting biased information and evaluations from the former leader, the M will select, from several choices, the statement which describes the appropriate consideration he must give to such information.	EO-1

Outline Reference	Terminal and Enabling Objectives	
A.4.b.	Given a description of a military situation in which a new officer is meeting with his unit for the first time, the M will select, from several choices, the paragraph which correctly describes the techniques which the new officer should employ.	TO 3
A.4.a.	The M will select, from several choices, the statement which correctly describes the importance of a new officer's initial impression on his new command.	EO-1
A.4.c.	Given a situation in which a new officer adopts a "soft-line" approach in assuming his first command, the M will select, from several choices, the paragraph which states the difficulties which are most likely to occur as a result of such an approach.	TO 4
A.4.c.	Given an example situation in which a new officer adopts a firm approach in assuming his first command, the M will select, from several choices, the paragraph which states the results most likely to occur due to a firm approach.	TO 5
A.5.a.	Given an example situation in which a new officer wishes to initiate changes in the organization of his new unit, the M will select, from several choices, a statement of correct procedure to follow before the actual change is executed.	TO 6

Outline Reference	Terminal and Enabling Objectives	
A.5.b.	Given examples in which new officers are initiating immediate changes in the organizations of their new units, the M will identify that which validly necessitated immediate change.	TO 6 EO-1
A.5.c.	Given examples in which new officers are utilizing a "new broom sweeps clean" technique in initiating changes in the organization of their new units, the M will identify that example which actually warranted employment of said technique.	EO-2
A.6.	The M will select, from several choices, the paragraph which correctly explains the importance of consulting with key men when assuming a new command.	TO 7
B.1.	The M will select, from several choices, the paragraph which correctly describes the nature of informal organizations.	TO 8
B.2.a.	Given a description of a military situation in which an informal leader emerges in a formal organization which has a formal leader, the M will select, from several choices, the factors which may have led to the emergence of the informal leader.	TO 9
B.2.a.	Given several examples of leaders, the M will identify that which illustrates an informal leader.	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.2.b.	The M will select, from several choices, the paragraph which correctly states the importance of identifying the informal leader within an organization.	TO 9 EO-2
B.3.a.	The M will select, from several choices, the paragraph which correctly describes the benefits of having good relations with informal leaders.	EO-3
B.4.	The M will be able to select, from several choices, the statement which correctly describes the possible dangerous aspects of a formal leader's establishing good relations with the informal leader when he is not also a formal subordinate leader.	TO 10
B.2.b. 4)c).	Given a military example in which the goals of the informal leader are in conflict with organizational goals, the M will select, from several choices, the statement which correctly describes the action that the formal leader should take to rectify the situation.	TO 11

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment IV

Introduction to Counseling

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO COUNSELING

A. Overall Objective of Counseling: To Initiate Good Senior-Subordinate Relations

1. "The leader must know his men. There is no more effective leaderhsip technique for maintaining personal contact with the men, and giving them recognition, than through personal interviews and counseling." (Wolfe and Mulholland, p. 184)

2. The counseling interview may center around three goals.

   a. To give instruction

   b. To get information

   c. To gain cooperation

3. At all times, the counseling interview centers around two controlling ideas, which generally reflect another aspect of role conflict dilemma.

   a. What is in the best interest of the unit?

   b. What is for the good of the man?

B. Reasons for Counseling Session

1. In general, there are two major classifications: The counselor-initiated (leader-initiated) interview and the counselee-initiated interview

   a. Counselor-initiated interview

      1) When the counselor initiates the interview, the first move is his. He may, for example, initiate the interview to discuss:

         a) A subordinate's effectiveness

         b) A disciplinary matter

   b. Counselee-initiated interview

      1) When the counselee initiates the interview, there is some problem he needs to discuss. It is

assumed the leader will have created an atmosphere of an "open-door policy" which is basic to the counselee initiating the interview. An individual may, for example, bring his problems to the leader because of the potential of the leader to solve his problems. Problem may be:

a) Dislike of job.

b) Emotional.

c) Family.

d) Financial.

2) The leader should ensure that the individual outlines the problem.

a) The counselee may give a superficial statement that cloaks the basic issue.

b) The counselor should be careful not to jump to conclusions about the nature of the problem.

c. The directed counseling session

1) An officer is directed by his senior to counsel one of his subordinates or the subordinate is ordered or referred to his immediate senior for counseling by another officer or outside agency.

C. Approaches to Counseling

1. The circumstances under which a man comes for counseling help to determine the approach the counselor uses.

a. The directive approach. The directive technique is most often used when the counselor initiates the interview. It may be authoritarian or it may be a strong guidance role.

1) The counselor, through training and experience, assists or directs the counselee to make the appropriate rational analysis of the problem situation.

a) Counselor offers courses of action.

b) Counselor helps to evaluate the situation.

c) Counselor suggests solution to problem.

d) Counselor attempts to influence the individual to accept solution.

e) Resolution by direction of counselor is usually reserved for corrective action or disciplinary problem cases.*

2) Common tendencies in directive counseling (with appropriate examples to be used in the course materials)

a) Giving advice

(1) Counselor assumes he understands problem exactly--what caused it, and what the best solution is.

(2) Advice tends to breed dependency and does not free or enable counselee to see and understand own problem. Consequently, it hinders the development of necessary insight and understanding.

(3) Factual answers should be given when required, but advice on emotional problems should be avoided.

b) Forbidding or admonishing

(1) Rarely, if ever, achieves permanent change in behavior; as soon as fear wears off, old behavior patterns recur.

(2) Effects are short-lived changes. Resentment and animosity on the part of the individual may occur.

(3) Temporarily-changed behavior frequently requires reinforcement by actual punishment.

c) Exhorting (pep talk approach)

(1) The pep talk approach is good for short-lived effects, but seldom accomplishes permanent behavioral changes.

*The difference between corrective and disciplinary action will be developed in the materials. It will be pointed out that disciplinary action is of a punitive nature, whereas corrective action is positive in nature, i.e., action which aims at the removal of errors, faults, or deviations through which individuals will endeavor to do the right thing.

(2) It may make weak people weaker and disturbed people more disturbed, if used too often, because it does not clarify emotional problems.

d) Explaining (assumes patriarchal position)

(1) Listens to individual briefly, then gives detailed explanation of problem in different light from counselee's view.

(2) Assumes counselee will accept the facts as given, including counselor's facts and solutions.

(3) As people do not always accept facts and solutions, motivation by counselor is essential to clear away emotions and feelings blocking perception.

e) Reassuring

(1) Periodic pat on back; necessary aspect of recognition; should be used sparingly.

(2) May create overdependence, hence fails to achieve permanent effect on behavior in that the technique does not provide needed psychological drainage to release pent-up frustrations and emotions.

3) Shortcomings of directive approach rest on the following highly questionable assumptions.

a) The counselor quickly understands the individual's problem.

b) The counselor knows the facts and issues involved.

c) The counselor knows the best solution.

d) The counselor can get the individual to perceive the situation the way the counselor does and accept the proposed solution.

b. The nondirective approach

1) Assumes that only the person concerned can solve his own problems and that any change must come from within, rather than from direction or guidance from without.

2) Assumes every individual has the capacity to reorganize or orient himself so that he becomes the type of person he really wants to be

3) It is the counselor's task to establish an atmosphere and a relationship with the counselee so that he can start to understand and reorganize himself.

4) The following steps and guidelines should be observed in conducting a nondirective interview:

a) Don't argue or admonish.

b) Don't display authority.

c) Don't advise.

d) Help clarify positive courses of action (Heckmann and Huneryager, pp. 22-4 to 22-5)

5) Disadvantages of the nondirective approach

a) Probability of being too time consuming

b) Counselee's feeling he is not being helped

c) Excessive consideration or sympathizing results in counselee's dependence or a fixation on the emotional aspect of problem.

c. Eclectic approach

1) The counselor analyzes an individual's problem and utilizes a combination of methods to solve the problem, not adhering to any one theoretical approach.

2) The eclectic counselor strives to select the best of the various techniques of counseling and to apply them to the particular situation.

2. Evaluation of approaches to counseling

a. General conclusion: It is not so much the accuracy of the theoretical approach, but rather the skill with which the theoretical approach is applied that produces results.

b. Similarity of skills

1) Counselor's attitude is generally one of acceptance of his counselee.

2) Counselor attempts to empathize with counselee.

a) Adopt his frame of reference.

b) See the situation through his eyes.

c) Treat every person as an individual, not as a number.

3) Final decision is left to the counselee. It is paramount that the counselee make his own decision on the problem at hand.

c. It should be remembered that although counseling is a powerful tool in initiating good senior-subordinate relations, it is not a panacea.

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Outline Reference	Terminal and Enabling Objectives	
A.	Given a description of a counseling interview in a military setting, the M will be able to select, from several choices, the goal upon which the counseling interview is based.	TO 1
A.1.	The M will be able to select, from several choices, the statement which best describes the overall objective of counseling.	EO-1
A.2.	The M will be able to select, from several choices, the statement which best describes the goals which a counseling interview centers upon.	EO-2
A.3.	The M will be able to select, from several choices, the statement which best describes, in order of their priority, the two controlling ideas in a counseling interview.	EO-3
B.	Given a description of a counseling interview in a military setting, the M will be able to select, from several choices, the probable reason for the counseling session (according to one or more of the following criteria: counselor-initiated, counselee-initiated, directed session).	TO 2
B.1.a.	The M will be able to select, from several choices, the statement(s) which best describe(s) a reason for a counselor-initiated interview.	EO-1
B.1.b.	The M will be able to select, from several choices, the statement(s) which best describe(s) a reason for a counselee-initiated interview.	EO-2

Outline Reference	Terminal and Enabling Objectives	
B.1.c.	The M will be able to select, from several choices, the statement(s) which best describe(s) conditions under which a directed counseling session might be initiated.	TO 2 EO-3
C.	Given a description of a subordinate's reason for engaging in a counseling interview, the M will be able to select, from several choices, the most appropriate approach the counselor should use under the circumstances.	TO 3
C.1.a.	Given a list of characteristics of counseling, the M will be able to select, from several choices, those which are characteristic of directive counseling.	EO-1
C.1.a.2)	Given a description of a military counseling session in which a leader's technique is in accordance with one of the common tendencies of a counselor in directive type counseling, the M will be able to select, from several choices, the statement which best describes the probable effect of the session on the counselee.	EO-2
C.1.a.1)e)	The M will select, from several choices, the paragraph which correctly compares and contrasts corrective action and disciplinary action in relation to counseling.	EO-3
C.1.a.3)	The M will be able to sllect, from several choices, the statements which specify shortcomings of the directive approach to counseling.	EO-4

Outline Reference	Terminal and Enabling Objectives	
C.1.b.	Given a description of a counseling session in a military setting, the M will be able to select the statement which correctly describes the counseling approach employed (as the nondirective approach).	TO 4
C.1.b.1)2)	The M will be able to select, from several choices, the statement which best describes the assumption upon which the nondirective approach to counseling is based.	EO-1
C.1.b.3)	Given a description of a counselor's role (approach) in a counseling session, the M will be able to select, from several choices, the statement which correctly identifies the approach he is using.	EO-2
C.1.b.4)	From several choices, the M will be able to select the alternative which correctly lists the steps and guidelines which should be observed in conducting a non-directive interview.	EO-3
C.1.b.5)	The M will be able to select, from several choices, the statements which specify disadvantages of the nondirective approach.	EO-4
C.1.c.	Given a description of a counseling session, the M will be able to select, from several choices, the statement which best describes the counseling approach being employed (as the eclectic approach).	TO 5
C.1.c.	The M will be able to select, from several choices, the statements which best describe the eclectic approach to counseling.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.2.	From a list of statements, the M will be able to select the ones which best describe the general conclusion relative to the various approaches to counseling.	TO 6
C.2.b.	The M will be able to select, from several choices, the statement(s) which best describe(s) the similarity of skills involved in the various approaches to counseling.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment V

The Counseling Process

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

THE COUNSELING PROCESS

A. The Leader as a Counselor (Hays and Thomas, p. 203)

1. Organizational limitations

a. A leader must be able to offer assistance to his men that will help them in their personal adjustment, but he is not expected to become a sophisticated professional counselor.

b. Specific limitations

1) Lack of professional training

2) Lack of adequate counseling facilities

3) Inordinate amount of time which may be required

2. Maintaining personal contact with subordinates (Wolfe and Mulholland, p. 184)

a. The leader should have a comprehensive picture of the make-up of his unit, with knowledge of each man's temperamental characteristics, his weaknesses, strengths, and apprehensions.

b. Sources of information

1) Service records

2) Qualification cards

3) The men themselves

c. To be effective, a leader should know something about a man who calls upon him for counseling and guidance. What a man says of himself, in relation to the problem, deserves to be judged according to the man's individual record.

1) If he has a good record, action should be taken on the basis of this record.

2) If his record is poor, the leader should listen to his case with interest, but with considerable mental reservations, pending further investigation.

3. Considerations that can assist the leader-counselor

   a. Approach and technique depend on:

      1) Leader's assessment of himself as a counselor.

      2) Leader's knowledge of the person he is counseling.

      3) The situation and atmosphere that exist at the time of counseling.

   b. The leader's image

      1) Principle: The leader must have previously projected a "satisfactory" image to his subordinates, if they are going to bring problems to the leader, and if counseling is to be effective.

      2) Characteristics

         a) Research indicates that effective counselors demonstrate the following traits.

            (1) Interest in subordinate as an individual, not as a number.

            (2) Respect for human dignity

            (3) Fair and impartial treatment of subordinates

            (4) Freedom from bias

            (5) Capability of objective analysis

      3) Importance: Often leaders assume that subordinates will heed advice simply because it emanates from a person in a position of authority. This results in ineffective counseling

B. Preparation for Planned Counseling Sessions

   1. Physical setting

      a. When possible, a comfortable, private room should be obtained to provide a relaxed atmosphere.

      b. Leader should have "listening chair."

         1) To enhance the relaxed atmosphere and lessen the barrier inherent in the official relationship,

the senior should have a separate chair, away from his desk and adjacent to the subordinate's chair. When the leader sits behind his desk he is in essence creating a formal atmosphere which may discourage free conversation.

2) The "listening chair" will facilitate conversational approach and remind leader that he must listen instead of talk.

2. Counseling protocol

a. Shake hands on initial encounter when appropriate.

1) If counselee is a senior subordinate, with nondisciplinary problem, handshake is appropriate.

2) If leader has not met counselee informally before, handshake is appropriate. (Officer-enlisted relationship is not comparable to upperclass midshipman-plebe relationship.)

3) If counseling session is occassioned by disciplinary problem and will probably be directive in nature, handshake should be omitted.

b. If individual initiates interview, counselor-leader should be seated in relaxed manner in the "listening chair."

c. If an interview is initiated by leader as a disciplinary tactic, leader should sit behind desk (unless self-protection would dictate otherwise) and individual should sit or stand at parade rest, whichever is deemed appropriate.

d. Protocol will vary according to situation.

1) New subordinate(s) aboard

a) Counseling session in office is appropriate with handshake and possible "listening chair" approach for a new man.

b) If new group of subordinates comes aboard, leader may conduct a group session, with handshakes when possible, to make policy statements, explain mission of organization, duties of personnel, standards to be maintained, etc.

2) New leader assuming command

a) Counseling session in office with key subordinate(s) for introductory session, general guidance to key subordinate, and opportunity to obtain briefing from subordinate on condition of organization, problems, achievements, etc.

b) Group session with entire unit comparable to 1)b) previously in which leader expresses his pleasure about assignemnt to organization, makes policy statement about his expectations and standards, etc.

3) Routine counseling session

a) Guidelines established in 2a are applicable to routine counseling session.

b) Protocol and procedure will also depend on facilities available.

4) Stress situation, particularly combat replacement situation, may alter greatly the protocol involved, e.g., replacement platoon leader arrives in time to catch the last truck as his platoon is moving out to a combat mission.

e. Reasons for protocol

1) Minimize social distance problem in all but disciplinary problem situations.

2) Facilitate process of meeting subordinate's need to know that:

a) He is needed by organization (leader) because of contribution he can make.

b) He is welcome as a part of the team.

c) The leader is interested in his welfare.

3. Scheduling

a. The session should be scheduled at a time when there will be no interruptions.

b. The session should be scheduled only when the leader can give full attention to the individual.

C. The Counseling Process

1. Listening

   a. The leader must capitalize on any effort the subordinate makes in describing his problem, and encourage the subordinate to express his feelings freely to solve his own problem.

   b. Techniques

      1) Show interest in what subordinate says.

      2) Reflect the feelings expressed by subordinate.

   c. Importance: Most of military leader's training is directed toward rapid analysis of situations and decisive action, which can hinder effective counseling.

2. Questioning techniques (Hays and Thomas, P. 206)

   a. W. questions

      1) The questions who, what, when, where, why, coupled with how, are valuable tools for the counselor.

      2) Used to get detailed answers, to determine missing information, and to save time, e.g., "What did he say?" "When did you do that?" "Where did that happen?"

   b. Leading questions

      1) A leading question is one that is worded to encourage the subordinate to give the answer he thinks the counselor wants.

      2) Uses

         a) Open up a new line of inquiry.

         b) Make suggestions.

         c) Indicate desirable answer.

         d) Control the content of the session.

   c. Probing questions

      1) Probes are questions used to get information in addition to that given in response to a general question.

2) Uses

a) Obtaining additional information about the underlying causes of a problem which the subordinate has refused to recognize

3) Examples

a) Probes may be short statements indicating understanding and interest such as, "I see," "Tell me more about that," or simply "uh-huh."

b) Probes may be natural questions such as, "What do you mean?" "Why do you say that?" "Anything else?"

4) Restriction: The leader-counselor should not probe for information unless he considers it essential in helping to solve the problem.

d. Yes-no questions

1) General rule: In most counseling situations, it is essential that questions answerable by yes or no be used sparingly.

2) Uses

a) Commits the subordinate

b) Closes a phase of the counseling session

3) Restriction: Unless formulated with care and used with skill, yes-no questions will extend the session, fail to elicit the data needed for accurate evaluation, and generally result in unsatisfactory counseling.

e. Alternative questions

1) Definition: Questions which apply to situations where several possibilities for action are available to the individual

2) Uses

a) Forces the individual to make a decision

b) Disposes of one topic and turns to another

3) Examples: Questions such as, "Which do you prefer?" or "If not, what will you do?" will serve to control the interview and focus attention upon the point at issue.

f. The silent questions

1) Definition: Silence for brief periods, which gives the individual a chance to consider attitudes and feelings he may have regarding any aspect of his problem

2) Uses

a) Gives the individual a chance to evaluate what has been said so far

b) Stimulates the individual to continue the conversation

c) Gives the individual an opportunity to recall the information sought by the counselor

d) Allows the individual to consider the question and be sure he understands it

g. Summary questions

1) Summary questions are commonly used to close a counseling session or to summarize several phases of an extended session.

2) Use

a) Serves to indicate what has been accomplished, or what progress has been made, e.g., "Have we covered the main points?" and "What conclusions have we reached?"

D. Counseling Referrals

1. Referral for further counseling

a. Circumstances

1) When the individual requires assistance which is beyond the leader's professional competence (Note: A leader is not expected to become a sophisticated counselor because of his other duties and responsibilities; however, he must recognize his responsibility to counsel his men to the best of his ability.)

a) Psychiatric counseling, for example, if leader recognizes serious problem as outlined in previous material - if the individual is not able to reconcile his social or emotional problems with the help of his leader

b) Legal counseling, for example, if the individual is in need of legal advice for either himself or his dependents

c) Financial aid

d) Moral or spiritual help beyond the encouragement the leader is able to give

2) When the leader is unable to give appropriate attention to the individual, such as extended or frequent personal counseling

3) When it is in the best interest of the unit

b. Method of referral

1) At all times, the leader should pave the way for the referral to ensure appropriate help for the individual

a) The leader should be sure the individual understands the referral, i.e., where he should go and whom he should talk to.

b) If possible, the leader should personally make arrangements with a referral agency. This will give the individual a feeling of continuity with counseling and a feeling of the leader's interest.

c) The leader should avoid giving the impression that he is putting the man's problem aside by referring him to someone else.

2) If possible, the leader should follow up his referral of an individual to another agency to determine if his needs have been adequately met.

2. Agencies to assist the leader (Hays and Thomas, p. 208; Wolfe and Mulholland, p. 189) Listed generally in order of frequency of referrals

a. The chaplain

1) Chaplains minister to the religious and moral needs of military and civilian personnel and their dependents in the same manner as a civilian minister, priest, or rabbi ministers to his congregation.

2) Counseling role: The particular type of problem which chaplains are most competent to deal with is that of a spiritual or moral nature.

b. Legal assistance office

1) Policy: Military policy is to provide legal assistance to all service members and their dependents to the extent that personnel and facilities permit.

2) Counseling role

a) Advice

(1) On the meaning and effect of civil and military laws and regulations

(2) On personal legal difficulties

b) Assistance as a Notary Public and in the preparation of wills, powers of attorney, tax forms, bills of sale, and other legal documents

c. Navy Relief Society

1) Objective: To collect and hold funds for use in time of need by officers and enlisted men of naval service

2) Counseling role: Financial assistance

d. The American Red Cross

1) Objective: To conduct a program of social welfare

2) Counseling role: Authorized medium of communication between families of Naval personnel and the Navy (emergency message services)

e. Training and education officer: Formulates, plans for, and coordinates shipboard training in order to facilitate the educational and professional advancement of personnel

f. Re-enlistment officer: Can provide individual counsel concerning facts available and pertinent to the case of the individual considering re-enlistment. (Cope, p. 457)

g. Psychiatric services: Most military installations provide mental hygiene facilities, with a staff of officers who are psychiatrists, psychologists and social workers.

E. Summary

1. Basic understandings a counselor should have

a. Prior to a counseling session, the counselor must

understand that the counselee's problem is the most important thing in his life at that particular time.

b. A need for counseling arises when the man faces some difficulty which he is not able to resolve without help. He may or may not be able to identify or to define his problem alone.

c. Effective counseling is dependent upon adequate data rather than on just a desire to help people. The counselor should be quick to sense what additional information will be needed and from what sources it may be obtained.

d. The counselor should recognize his own limitations, particularly if he suspects that difficulties of personality adjustment are involved.

e. Skill in counseling and interviewing develop with experience, as do most other abilities. The naval officer can build on his experience, and can improve his technique through reading and through discussion with those who have made clinical counseling their profession.

2. Responsibilities of a counselor during a counseling session

a. Counseling of subordinates is the primary responsibility of a leader. He cannot lightly pass this responsibility to someone else.

b. The function of counseling is to help men to help themselves. True counseling does not consist of telling people what to do. It is a process of assisting the man to analyze his own problems, of supplying or directing him to needed information so that he can think intelligently about his situation, and of considering together possible solutions. After this is done, the man is in a position to work out a solution or constructive program of action that he accepts as his own.

c. The counselor should be a good listener. Some men seeking advice will be found to be already on the right track. They are quite certain of what they need to do, and merely want support and confirmation of their thinking. In some cases, "talking it through" may provide emotional release as well as assist the man to become more objective. If the man's own plans appear to give a reasonably happy solution to his problem, the counselor should encourage him to carry them out.

d. The counselor should treat as confidential the information he gets. Adherence to this ethical principle is very important, because it will help establish the counselor's reputation as a square-shooter and will promote this and other relationships with his men.

e. In the course of an interview, it is good practice to stop and review the facts and conditions covered up to that point. This not only helps in the action-planning phase, but also enables the counselor to maintain control of the interview.

f. During the counseling process, the interviewer not only establishes himself as someone who is willing and anxious to help, but also as someone interested in the results of the plan of action. He should keep in touch with the man in order to assist with the "follow through."

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Outline Reference	Terminal and Enabling Objectives	
A.1.	Given a description of a subordinate presenting his problem to a leader, the M will be able to identify the limitation(s) of the leader in dealing with that problem	TO 1
A.1.b.	The M will be able to select, from several choices, the statements which best describe the limitations that a leader faces in his counselor role.	EO 1
A.2.	The M will be able to select, from several choices, the statement which best describes the use made by a leader of background information about a counselee.	TO 2
A.2.b.	The M will be able to select, from several choices, the statements which best describe the sources of information available to a leader in order to obtain a comprehensive picture of the makeup of his unit.	EO-1
A.3.	Given a description of an unresolved counseling session, the M will select, from several choices, the statements which best describe the probable effectiveness of the session based on his knowledge of the counselor's approach, technique, and image.	TO 3
A.3.a.b.	The M will be able to select, from several choices, the statement(s) which best describes the following considerations that can assist the leader-counselor: a. Approach and technique b. The leader's image	EO-1

Outline Reference	Terminal and Enabling Objectives	
B.	Given several examples, the M will be able to select the example in which the steps involved in preparation for a planned counseling session have been best attended to.	TO 4
B.1.2.3.	Given a description of a leader preparing for a counseling interview, the M will be able to select, from several choices, the preparatory precedures which are being overlooked.	EO-1
B.1.2.3.	The M will be able to select, from several choices, the statements which best describe the steps involved in preparation for a planned counseling session, i.e.: a. Physical setting b. Counseling protocol c. Scheduling factors	EO-2
B.1.b.	The M will be able to select, from several choices, the statement that best describes why a leader should adopt the "listening chair" approach rather than remaining behind his desk for counseling sessions.	EO-3
C.	Given a description of a leader engaged in a counseling interview, the M will be able to select the statements which correctly identify the techniques (definition of the problem, listening, questioning) which are violated.	TO 5
C.1.	The M will be able to select, from several choices, the statement(s) which best describes the responsibilities of a leader with regard to listening during the counseling process.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.2.	Given a description of a leader, engaged in a counseling interview, the M will be able to select the statement which correctly identifies the questioning technique being utilized.	TO 5 EO-2
C.2.	The M will be able to select, from several choices, the statements which best describe the use and purpose of the various questioning techniques.	EO-3
C.2.c.4)	The M will be able to select, from several choices, the restriction on a leader's questioning of a counselee.	EO-4
D.	Given a description of a counseling session in which the subordinate's problem is beyond the leader's professional competence, the M will be able to select the statement which correctly identifies the counseling agency to which the subordinate should be referred.	TO 6
D.2.	Given several examples describing various counseling sessions in which the counselor refers the counselee to another counseling agency, the M will be able to select the example(s) in which correct referral was made according to the circumstance.	TO 7
D.1.	The M will be able to select, from several choices, the statement which best describes the circumstances under which counseling referral should be made.	EO-1
D.1.b.	The M will be able to select, from several choices, the statement which best describes the method of referral.	EO-2

Outline Reference	Terminal and Enabling Objectives	
D.2.	The M will be able to select, from several choices, the statement which best describes the function of the following counseling agencies. a. Chaplain b. Legal assistance officer c. Navy Relief Society d. Red Cross e. Training and education officer f. Re-enlistment officer g. Psychiatric service	TO 7 EO-3
E.	The M will be able to select from several choices the statement which correctly summarizes the basic understandings a counselor should have.	TO 8
E.	The M will be able to select the statement which best defines the responsibilities of a counselor during a counseling session.	TO 9
E.2.a.	The M will be able to select, from several choices, the statement that best expresses the importance of counseling ability to a leader.	EO-1

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART EIGHT

SENIOR-SUBORDINATE RELATIONSHIPS

Segment VI

Relations With Seniors and Contemporaries

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

RELATIONS WITH SENIORS AND CONTEMPORARIES

A. Military Courtesy

1. The twin foundations of military courtesy among officers are precedence of and deference to seniors.

   a. Officers take precedence according to their grade. This precedence is not confined strictly to military relations on ship or shore, but extends to the mess, to the club, and to social life.

   b. Naval courtesy prescribes that junior officers accord their seniors certain indications of deference and respect. It also prescribes that seniors shall acknowledge and respond to these gestures of respect required of juniors. (NAVPERS 16138-E, p. 101)

   c. Courtesy to a senior indicates respect for authority, responsibility, and experience. Courtesy toward a junior officer expresses appreciation and respect for his support and for him as a fellow officer.

   d. Military courtesy strengthens conformity and discipline.

      1) Respect and deference shown to leaders is strengthened.

      2) Unhesitating compliance to orders is promoted.

         a) The willing obedience and unhesitating cooperation, which make a good outfit "click," are enhanced.

         b) When ordinary acts of military courtesy are performed grudgingly or omitted, discipline suffers. (Thomas, p. 366)

B. Correct Relations with Seniors

1. Getting along with seniors

a. Avoid adopting a defensive and distant attitude toward seniors. Establish an amicable relationship by advancing half way.

b. Do not let a rebuke from a senior deter you from venturing on normal friendly relations. Rebukes are almost always made as a measure of correction, not out of any grudge feeling.

c. Avoid "greasing," i.e., ostentatiously and obnoxiously lubricating the wheels, of personal progress. (Wolfe, p. 177)

d. Establish correct friendly relationship.

1) Attend to the likes and dislikes of the senior; let him set the tone.

2) Be genuine and gentlemanly.

2. Characteristics of the good follower

a. Knows his job and how it contributes to the accomplishment of the unit's mission

b. Knows the characteristics of his leader

c. Has the capacity for inspiration

d. Exercises loyalty up as well as down

e. Exercises initiative commensurate with his knowledge

f. Readily accepts delegated authority.

g. Accepts the decisions of his leader and wholeheartedly does his best to implement these decisions

h. Is fully aware of the leader's capacity or limitations to provide for his personal welfare, and does not add to the leadership burden of his senior by unreasonable expectations

3. Techniques

a. Study your senior.

1) Understand his position.

a) He is the one who marks or recommends marks for the fitness report of the officers under him. The junior-senior relationship will be reflected in the officer's fitness report.

b) He controls the rewards and punishment.

2) Note the kind of behavior he expects from his subordinates (your contemporaries).

a) Note the kind of behavior that gets rewarded.

b) Note the kind of behavior that gets punished.

b. Ask a senior's advice.

1) Most seniors will be glad to have a subordinate come to them for advice, and they can be very helpful.

2) A senior should not be bothered with unimportant questions.

c. Keep seniors informed.

1) Seniors should be kept informed as to the progress of the work.

a) Satisfactory progress

b) Unsatisfactory progress

2) Keep seniors informed of what is going on in the unit, both good and bad. Seniors should be told all they need to know to run their outfits, regardless of how it reflects on your ability.

C. Relations With Contemporaries

1. Contemporaries should help and support each other.

a. Effect on the helper

1) Enhances prestige and reputation

2) Never forgotten

b. Effect on the organization

1) Enhances esprit

2) Builds morale

2. Cooperation vs. competition

a. A junior officer, in proceeding up the promotion ladder, must be imbued with the "spirit of competition." A danger to be wary of is that of excessive competition. The individual officer may find his efforts oriented toward personal achievement and individual goals, rather than toward organizational goals.

D. Prescribed Relations With Seniors

1. Social calls

a. When reporting to a command, a courtesy visit must be made withing 48 hours.

1) Social calls should be short, about ten minutes when joining a ship and about a half hour at a shore station.

2) Junior should be attentive and polite but not servile or wooden.

3) Leading questions, such as questions about their new duty or intimate details concerning the senior's private life, should be avoided.

4) The importance of the first impression cannot be over emphasized.

a) Initial impressions can affect a junior's career

b) Tact and adaptability should be applied in relationships with seniors. Exercise modesty, learn the ropes (SOP) and idiosyncrasies.

b. Once having called, a junior officer is socially eligible to be invited to dinner, a party, and other social functions.

1) Be punctual and do not overstay your visit, unless urged to remain.

2) Be sensitive to host's wishes about topics to be discussed. Do not monopolize the converstation. Avoid talking too much about yourself, expressing your own opinions, where you came from, or undue shop talk.

3) Remember that good manners are based on a reasonable deference first to one's host and second to his/her guests.

c. Complete information regarding calls may be found in:

1) Service Etiquette

2) Welcome Aboard

3) Social Usage and Protocol

E. Relations With Seniors and Contemporaries in the Presence of Enlisted Men

1. Officers should never address each other by their first name in front of the men. Address should be by rank followed by the person's last name. The example of respect is hereby instilled in the men.

2. An officer should never belittle or speak disparagingly of a fellow officer to an enlisted man or to another officer.

3. Follow a senior's orders implicitly, even though you may disagree with them.

a. Never apologize for such orders

b. Never question an order in front of the men

4. Become sensitive to others' motives. Practice empathy and use tact.

5. Maintain credibility - Your relationship with your contemporaries will be a large part of your image to the men under your command.

6. Avoid "pulling rank" on a contemporary, especially in the presence of others.

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Outline Reference	Terminal and Enabling Objectives	
A.1.d.	The M will select, from several choices, the paragraph which correctly describes the importance of military courtesy among officers and between officers and men (as: military courtesy strengthens conformity and discipline).	TO 1
A.1.	The M will select, from several choices the statement which correctly identifies the twin foundations of military courtesy (as: precedence and deference to seniors)	EO-1
A.1.a.	The M will be able to select, from several choices, the statement which explains how precedence affects relations among officers.	EO-2
A.1.c.	The M will select, from several choices, the statement which correctly explains the significance of military courtesy among officers.	EO-3
B.1.	Given an example of a junior who has reported to a new command, the M will select, from several choices, the paragraph which correctly describes the guidelines for establishing correct relations with his seniors.	TO 2
B.2.	Given a description of an individual, the M will be able to select, from several choices, the characteristics which would tend to make the individual a good follower.	EO-1
B.3.	The M will be able to identify, from several choices, techniques for maintaining and improving correct relations with seniors.	TO 3

Outline Reference	Terminal and Enabling Objectives	
C.1.	Given an example of an officer helping or failing to assist a colleague, the M will select, from several choices, the likely consequences of his efforts.	TO 4
C.2.a.	Given an example of an officer's competitive behavior, the M will select, from several choices, the statement which correctly evaluates its consequences (based on the rule: A competitive spirit is essential in a junior officer, but excessive competition may result in efforts being oriented toward personal goals rather than toward organizational goals).	EO-1
D.1.	Given an example of a junior officer reporting to a new command, the M will select, from several choices, the paragraph which correctly states the procedure to follow in making a social call.	TO 5
E.	Given an example of an interaction between officers in which principles of relationships are being violated in the presence of enlisted men, the M will select, from several choices, which principle is being violated.	TO 6
E.1.	The M will be able to select, from several choices, the statement which describes the appropriate manner and form of address between junior officers in the presence of enlisted personnel.	EO-1
E.2.3.	The M will be able to select, from several choices, the requirement placed on officers to support fellow officers.	EO-2

Outline Reference	Terminal and Enabling Objectives	
E.5.	The M will be able to select, from several choices, the statement which best describes the importance to a leader of his relationship with his contemporaries.	TO 6 EO-3